For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Our primary goal was to increase the publication productivity of our doctoral students through more rigorous coursework, summer papers, work with productive faculty, etc. One of the primary reasons we wish to accomplish this goal is to increase our level of placements. We have been quite successful in both regards. Many of our students have 5 or more journal articles (at quality journals) by the end of their third year (and most have 3 or more) and this makes them excellent candidates at higher level schools. In fact, we have had two recent placements at PhD granting institutions (Miss State and LSU). This is after many years of not accomplishing such excellent placements.

So—how did we do it? Our revised summer exam structure is quite rigorous and has led to increased publication by our students. We have made a number of new and excellent hires in the past five years as well as incorporating international business faculty into our department and separating from the management department. Thus, we have three new highly productive marketing faculty (one a chaired professor and all with a number of years of experience before arriving here), and a new and productive international business faculty member. Working with this faculty and our other productive faculty is making a big difference in publication performance of our students. This chaired faculty member will take over the doctoral coordinator role as of August 16th this year.

Additionally, we have changed and updated our coursework as promised. Several doctoral classes have been turned over to newer and/or different faculty and one course (Mkt 688) has been completely redone to focus on multivariate statistics early in their program (their first semester). This course joins four other classes that are now offered every year and taken in sequence (two of these are offered by the management department). Our chaired faculty member also teaches a workshop on data analysis at the beginning of classes in the fall in get the students up and running fast. We continue to modify the program to accommodate our strengthening and growing faculty and the needs of our students.

We continue to evaluate teaching carefully and use a rubric form in which to do this. We evaluate students teaching for the first time and teaching a new class for the first time by visiting their classes. We assign mentors to them to help with the entire experience.

We continue to rigorously evaluate our students (first years after the first semester and first and second years at the end of their school year) and apply rigorous standards to their making the grade. During this time we also ask for feedback on the program. If the students do not meet our expectations, then they may be asked to leave the program or may be put on probation and carefully monitored and mentored to aid in improvement.

Mission / Purpose

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph.D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Research Discipline Knowledge
Ensure that students are able to conduct scholarly research that will be methodically sound and will potentially provide advancement and contribution to the field.

Connected Documents
- MKT PhD Evaluation Form
- PhD Marketing Curriculum Map

Related Measures

M 1: 1st year summer paper
- Count # of students who pass 1st year summer paper
- Source of Evidence: Academic indirect indicator of learning - other
- Target: 100% of students were expected to meet faculty expectations.

M 2: 2nd year summer paper
- Count # of students who pass 2nd year summer paper
SLO 2: Publication Skills/Abilities
Ensure that students are capable of achieving quality publications

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 3: Journal Submissions
Count journal submissions (looking for at least one journal submission or acceptance by 2nd and 3rd year students)
Source of Evidence: Academic direct measure of learning - other

Connected Document
MKT PhD 2nd & 3rd Year Submissions

Target:
100% of students were expected to meet faculty expectations.

Connected Document
MKT PhD 2nd & 3rd Year Submissions

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Evaluate New Doctoral Student Experience
Established in Cycle: 2012-2013
1. New doctoral students will be contacted to get a read on how they feel about their RA experience after the first month. ...

M 4: Conference Papers
Count conference papers (looking for several papers accepted by 2nd and 3rd year students)
Source of Evidence: Academic direct measure of learning - other

Connected Document
MKT PhD 2nd & 3rd Year Submissions

Target:
100% of students were expected to meet faculty expectations.

Connected Document
MKT PhD 2nd & 3rd Year Submissions

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Get journal acceptances earlier
Established in Cycle: 2011-2012
We can see a huge range in students' fulfilling this criteria. Some are very successful (11 publications) while one was margina...

SLO 3: Dissertation Skills/Abilities
Ensure that students are capable of producing original scholarly research in the form of a high quality dissertation

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 5: Pre-proposal Defense
Evaluate pre-proposal defense in 4th year
Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

M 6: Final Defense
Evaluate final defense
Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Move students through the program more quickly
Established in Cycle: 2011-2012
Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three...

SLO 4: Teaching Skills/Abilities
Ensure that students develop strong teaching skills

Connected Documents
MKT PhD Evaluation Form
**Related Measures**

**M 7: Teaching Evaluations**
Examine teaching evaluations

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to receive teaching effectiveness scores of 4.0 or above.

**M 8: Classroom Observation**
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator

Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6:** The program will improve and sustain a high level of recognized quality, including national accreditation, if available

The program will improve and sustain a high level of recognized quality, including national accreditation, if available

**Connected Document**
PhD Marketing Curriculum Map I

**Related Measures**

**M 11: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg**
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A

**M 12: Recently published national rankings**
Recently published national rankings

Source of Evidence: Academic indirect indicator of learning - other

Target:
None

**OthOtcm 7:** The program will build and sustain an optimal level of annual program enrollments and degree completions

The program will build and sustain an optimal level of annual program enrollments and degree completions

**Connected Document**
PhD Marketing Curriculum Map I

**Related Measures**

**M 13: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment**
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment

Source of Evidence: Academic indirect indicator of learning - other

Target:
Maintenance of accreditation.

**M 14: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded**
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A

**OthOtcm 8:** The program will be highly valued by its program graduates and other key constituencies it serves.
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**
PhD Marketing Curriculum Map I

**Related Measures**

**M 15: Number of graduates continuing to publish with members of their dissertation committee**
Count number of grades that continue to publish with their dissertation committee.

Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of graduates are expected to continue publishing with their dissertation committee.

**M 16: Job placements**
Job placements

Source of Evidence: Academic indirect indicator of learning - other
Target: 100% of graduates are expected to find good jobs.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Get journal acceptances earlier

We can see a huge range in students' fulfilling this criteria. Some are very successful (11 publications) while one was marginally successful (2). However, this criteria does not make a distinction between journal acceptances and proceeding acceptances, with the journal acceptances being critically important. In regard to journal acceptances, the levels were 0, 1, 1, and 2, which is low. On the other hand, the proceedings acceptances are better (2, 3, 3, 10).

This year's second year students' numbers for journal articles under review/journal acceptances/book chapters or proceedings are as follows:
Student 1: 3, 4, 11
Student 2: 1, 0, 3
Student 3: 2, 2, 3

We still have a huge range and probably always will. Obviously, Student 1 is doing fantastic, Student 3 very good, and Student 2 is lagging and should have a journal acceptance at this point. This person has been advised as to the problem.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conference Papers | Outcome/Objective: Publication Skills/Abilities

Implementation Description: 1. Change in the exam structure: students are expected to produce one top quality publication from their second year summer paper. 2. Ensure that faculty submit a research plan for the doctoral students they will be working with. 3. Current first year students and mentors are working hard to get students publishing sooner. 4. Evaluate student-faculty productivity more closely. 5. Change the measures: look for at least one journal acceptance and at least one proceedings acceptance.

Responsible Person/Group: MKT PhD faculty

Move students through the program more quickly

Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three fifth year students this year, which keeps them on campus and ensures faster progress than if they left campus for a visiting position somewhere. We plan to attempt to continue to provide limited five year funding for those students who are unable to finish in four years.

We have continued to do this, offering a fifth year student funding, and even a sixth year student funding.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Final Defense | Outcome/Objective: Dissertation Skills/Abilities

Implementation Description: Quickness is important, but so is quality. Counseling, funding, prodding, etc. will hopefully ensure that the students move out quickly with quality publications.

Responsible Person/Group: MKT PhD faculty

Evaluate MKT PhD Program

Because of the changes in the Marketing Dept. (newly formed, new Dept. Head, inclusion of International Business faculty), we will evaluate the courses in the program to better reflect the changing environs and our new faculty mix.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2014

Responsible Person/Group: MKT Department Head, current and future Doctoral Coordinator, and PhD Faculty

Evaluate New Doctoral Student Experience

1. New doctoral students will be contacted to get a read on how they feel about their RA experience after the first month. Quarterly checks will be conducted, as well as an evaluation after their first semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Journal Submissions | Outcome/Objective: Publication Skills/Abilities

Projected Completion Date: 05/2013
Responsible Person/Group: Marketing PhD Coordinator
Mission / Purpose

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Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Research Discipline Knowledge
Ensure that students are able to conduct scholarly research that will be methodically sound and will potentially provide advancement and contribution to the field.

Connected Documents
MKT PhD Evaluation Form
PhD Marketing Curriculum Map I

Related Measures

M 1: 1st year summer paper
Count # of students who pass 1st year summer paper
Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Results Summary:
100% of students (3) passed their first year paper.

Interpretations and Conclusions:

These students prepared a written paper and gave an oral presentation of it; the first year exam committee, consisting of four faculty, agreed that all passed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

M 2: 2nd year summer paper
Count # of students who pass 2nd year summer paper
Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Results Summary:
100% of students (1) passed her second year summer paper.

Interpretations and Conclusions:

The student prepared a written paper and also gave an oral presentation of it. The second year exam committee (consisting of four faculty) agreed that she passed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revamp summer exams
Established in Cycle: 2011-2012
The first summer exam will be more conceptual, and the second one is a follow-up to the first.

**Update Faculty on Progress**  
*Established in Cycle: 2012-2013*  
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how stud...

**SLO 2: Publication Skills/Abilities**  
Ensure that students are capable of achieving quality publications

**Connected Document**  
*PhD Marketing Curriculum Map*  

**Related Measures**

**M 3: Journal Submissions**  
Count journal submissions (looking for at least one journal submission or acceptance by 2nd and 3rd year students)  
Source of Evidence: Academic direct measure of learning - other

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Target:**  
100% of students were expected to meet faculty expectations.

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Finding (2012-2013) - Target: Met**  
Results Summary:  
All four students met this criteria.

**Interpretations and Conclusions:**  
The doctoral committee examined their resumes during their performance reviews.

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the *Details of Action Plans* section of this report.

**Evaluate New Doctoral Student Experience**  
*Established in Cycle: 2012-2013*  
1. New doctoral students will be contacted to get a read on how they feel about their RA experience after the first month. ...

**Submit Research Activity Plans**  
*Established in Cycle: 2012-2013*  
1. Request faculty research activity plans relative to their work with PhD students. Progress reports due in January and May...

**Update Faculty on Progress**  
*Established in Cycle: 2012-2013*  
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how stud...

**M 4: Conference Papers**  
Count conference papers (looking for several papers accepted by 2nd and 3rd year students)  
Source of Evidence: Academic direct measure of learning - other

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Target:**  
100% of students were expected to meet faculty expectations.

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Finding (2012-2013) - Target: Met**  
Results Summary:  
All four students met this criteria.

**Interpretations and Conclusions:**  
This was determined by the doctoral committee examining their resumes during the performance reviews.

**Connected Document**  
*MKT PhD 2nd & 3rd Year Submissions*  

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the *Details of Action Plans* section of this report.

**Get journal acceptances earlier**  
*Established in Cycle: 2011-2012*
We can see a huge range in students' fulfilling this criteria. Some are very successful (11 publications) while one was margina...

**Submit Research Activity Plans**  
*Established in Cycle: 2012-2013*  
1. Request faculty research activity plans relative to their work with PhD students. Progress reports due in January and May...

**Update Faculty on Progress**  
*Established in Cycle: 2012-2013*  
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how stud...

**SLO 3: Dissertation Skills/Abilities**  
Ensure that students are capable of producing original scholarly research in the form of a high quality dissertation  
*Connected Document*  
[PhD Marketing Curriculum Map I](#)  
*Related Measures*  

**M 5: Pre-proposal Defense**  
Evaluate pre-proposal defense in 4th year  
*Source of Evidence: Academic direct measure of learning - other*  
*Target:*  
100% of students were expected to meet faculty expectations.  
*Finding (2012-2013) - Target: Partially Met*  
*Results Summary:*  
Two out of four students met this criteria.  
*Interpretation and Conclusions:*  
Criteria was whether they defended or not. We will help them move forward.  
*Related Action Plans (by Established cycle, then alpha):*  
For full information, see the Details of Action Plans section of this report.

**Submit Research Activity Plans**  
*Established in Cycle: 2012-2013*  
1. Request faculty research activity plans relative to their work with PhD students. Progress reports due in January and May...

**Update Faculty on Progress**  
*Established in Cycle: 2012-2013*  
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how stud...

**M 6: Final Defense**  
Evaluate final defense  
*Source of Evidence: Academic direct measure of learning - other*  
*Target:*  
100% of students were expected to meet faculty expectations.  
*Finding (2012-2013) - Target: Partially Met*  
*Results Summary:*  
Three students successfully defended their dissertations this year -- a fourth year and two five year students.  
*Interpretation and Conclusions:*  
We continue to chip away at this, but in general, programs are going to five years so it is hard for us to do too much about this, if the student isn’t in a hurry. The important thing is for them to publish early so that they can get a good job.  
*Related Action Plans (by Established cycle, then alpha):*  
For full information, see the Details of Action Plans section of this report.

**Move students through the program more quickly**  
*Established in Cycle: 2011-2012*  
Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three...

**SLO 4: Teaching Skills/Abilities**  
Ensure that students develop strong teaching skills  
*Connected Documents*  
[MKT PhD Evaluation Form](#)  
[PhD Marketing Curriculum Map I](#)  
*Related Measures*  

**M 7: Teaching Evaluations**  
Examine teaching evaluations  
*Source of Evidence: Academic direct measure of learning - other*
Target:
100% of students were expected to receive teaching effectiveness scores of 4.0 or above.

Finding (2012-2013) - Target: Met
Results Summary:
100% of students received teaching evaluation scores of 4.0 or above.

Interpretations and Conclusions:
When students are teaching a new class, or teaching for the first time, or receive lower evaluations than desired, the doctoral committee assigns a mentor to go in and evaluate the student and his or her teaching. This is continuing to work well.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Add Teaching Seminar for New Teachers
Established in Cycle: 2012-2013
We see a need to add a 1/2 day brown bag seminar for new MKT PhD students before they begin teaching. This is working well.

Submit Research Activity Plans
Established in Cycle: 2012-2013
1. Request faculty research activity plans relative to their work with PhD students. Progress reports due in January and May...

Update Faculty on Progress
Established in Cycle: 2012-2013
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how stud...

M 8: Classroom Observation
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator
Source of Evidence: Academic direct measure of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Results Summary:
100% of students met faculty expectations in the classroom using the rubric available in the Document Manager.

Interpretations and Conclusions:
When students are teaching a new class, or teaching for the first time, or receive lower evaluations than desired, the doctoral committee assigns a mentor to go in and evaluate the student and his or her teaching. This is continuing to work well.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric
Established in Cycle: 2011-2012
A rubric was created to evaluate student teachers.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: The program will improve and sustain a high level of recognized quality, including national accreditation, if available
The program will improve and sustain a high level of recognized quality, including national accreditation, if available

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 11: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A
Finding (2012-2013) - Target: Met
The program was included in the maintenance of AACSB accreditation in March 2013.

M 12: Recently published national rankings
Recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

Target: None

Finding (2012-2013) - Target: Not Reported This Cycle
No data has been collected.

OthOtcm 7: The program will build and sustain an optimal level of annual program enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document: PhD Marketing Curriculum Map I

Related Measures

M 13: The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment
The University's Office of Institutional Research and Assessment Statistical Profiles for enrollment
Source of Evidence: Academic indirect indicator of learning - other

Target: Maintenance of accreditation.

Finding (2012-2013) - Target: Met
Marketing
Majors by Level and Fall Term

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<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>UG First Major</td>
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M 14: The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
The University's Office of Institutional Research and Assessment Statistical Profiles for degrees awarded
Source of Evidence: Academic indirect indicator of learning - other

Target: N/A

Finding (2012-2013) - Target: Met
Marketing
Degrees by Level and Year

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</table>

OthOtcm 8: The program will be highly valued by its program graduates and other key constituencies it serves.
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document: PhD Marketing Curriculum Map I

Related Measures

M 15: Number of graduates continuing to publish with members of their dissertation committee
Count number of grades that continue to publish with their dissertation committee.
Source of Evidence: Academic indirect indicator of learning - other

Target: 100% of graduates are expected to continue publishing with their dissertation committee.

Finding (2012-2013) - Target: Met
Results Summary:
100% of students are continuing to publish with mentors.
Interpretations and Conclusions:
The good relationship between graduates and dissertation committee members continues.

**M 16: Job placements**

**Job placements**

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
100% of graduates are expected to find good jobs.

**Finding (2012-2013) - Target:** Met

**Results Summary:**
100% of students (3) found great jobs upon graduation. They were placed at Ohio University, Rochester Institute of Technology, and McNeese State University.

Interpretations and Conclusions:
This continues a strong trend of 100% placement over the past decade. Moreover, we continue to improve the quality of the placements. We will continue to work toward our goal of placement at peer schools over the next few years.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Create rubric**
A rubric was created to evaluate student teachers.

**Established in Cycle:** 2011-2012
**Implementation Status:** Finished
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Classroom Observation | **Outcome/Objective:** Teaching Skills/Abilities

**Implementation Description:** A rubric to evaluate student teachers was developed and will be used beginning summer, 2012. This rubric can be found in the Document Management file.

**Responsible Person/Group:** MKT PhD faculty

**Get journal acceptances earlier**
We can see a huge range in students’ fulfilling this criteria. Some are very successful (11 publications) while one was marginally successful (2). However, this criteria does not make a distinction between journal acceptances and proceeding acceptances, with the journal acceptances being critically important. In regard to journal acceptances, the levels were 0, 1, 1, and 2, which is low. On the other hand, the proceedings acceptances are better (2, 3, 3, 10).

This year’s second year students’ numbers for journal articles under review/journal acceptances/book chapters or proceedings are as follows:
- Student 1: 3, 4, 11
- Student 2: 1, 0, 3
- Student 3: 2, 2, 3

We still have a huge range and probably always will. Obviously, Student 1 is doing fantastic, Student 3 very good, and Student 2 is lagging and should have a journal acceptance at this point. This person has been advised as to the problem.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Conference Papers | **Outcome/Objective:** Publication Skills/Abilities

**Implementation Description:**
1. Change in the exam structure: students are expected to produce one top quality publication from their second year summer paper. 2. Ensure that faculty submit a research plan for the doctoral students they will be working with. 3. Current first year students and mentors are working hard to get students publishing sooner. 4. Evaluate student-faculty productivity more closely. 5. Change the measures: look for at least one journal acceptance and at least one proceedings acceptance.

**Responsible Person/Group:** MKT PhD faculty

**Move students through the program more quickly**
Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three fifth year students this year, which keeps them on campus and ensures faster progress than if they left campus for a visiting position somewhere. We plan to attempt to continue to provide limited five year funding for those students who are unable to finish in four years.

We have continued to do this, offering a fifth year student funding, and even a sixth year student funding.

**Established in Cycle:** 2011-2012
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Final Defense | **Outcome/Objective:** Dissertation Skills/Abilities

**Implementation Description:** Quickness is important, but so is quality. Counseling, funding, prodding, etc. will hopefully ensure that the students move out quickly with quality publications.

**Responsible Person/Group:** MKT PhD faculty

**Revamp summer exams**
The first summer exam will be more conceptual, and the second one is a follow-up to the first.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 2nd year summer paper | Outcome/Objective: Research Discipline Knowledge

Implementation Description: We have set the dates up so that the evaluation period does not drag out into the fall. Our ultimate goal is to get students publishing earlier, i.e., which is consistent with being able to conduct scholarly research.

Responsible Person/Group: MKT PhD faculty

Train first year students to conduct analysis
A weakness of the current approach is that the student often is asked to conduct analyses before he/she is properly trained to conduct that analysis. Obtaining/collecting data is often quite difficult for first year students.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 1st year summer paper | Outcome/Objective: Research Discipline Knowledge

Implementation Description: A change for next year involves just doing the conceptual part of the paper.

Responsible Person/Group: MKT PhD faculty

Add Teaching Seminar for New Teachers
We see a need to add a 1/2 day brown bag seminar for new MKT PhD students before they begin teaching. This will give the new teachers teaching skills before they enter the classroom and will be followed up with classroom observation and mentoring. Adding this support at the beginning of their teaching career should result in continued good student evaluations.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Classroom Observation | Outcome/Objective: Teaching Skills/Abilities
Measure: Teaching Evaluations | Outcome/Objective: Teaching Skills/Abilities

Projected Completion Date: 05/2014
Responsible Person/Group: MKT PhD Faculty

Evaluate MKT PhD Program
Because of the changes in the Marketing Dept. (newly formed, new Dept. Head, inclusion of International Business faculty), we will evaluate the courses in the program to better reflect the changing environs and our new faculty mix.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2014
Responsible Person/Group: MKT Department Head, current and future Doctoral Coordinator, and PhD Faculty

Evaluate New Doctoral Student Experience
1. New doctoral students will be contacted to get a read on how they feel about their RA experience after the first month. Quarterly checks will be conducted, as well as an evaluation after their first semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Journal Submissions | Outcome/Objective: Publication Skills/Abilities

Projected Completion Date: 05/2013
Responsible Person/Group: Marketing PhD Coordinator

Submit Research Activity Plans
1. Request faculty research activity plans relative to their work with PhD students. Progress reports due in January and May.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conference Papers | Outcome/Objective: Publication Skills/Abilities
Measure: Journal Submissions | Outcome/Objective: Publication Skills/Abilities
Measure: Pre-proposal Defense | Outcome/Objective: Dissertation Skills/Abilities
Measure: Teaching Evaluations | Outcome/Objective: Teaching Skills/Abilities

Projected Completion Date: 05/2013
Responsible Person/Group: Marketing PhD faculty

Update Faculty on Progress
1. Faculty will be updated on where students are in their program, and faculty input will be solicited in regard to how students are doing (publications/presentations). Next spring, after yearly evaluations, feedback will be provided to the appropriate faculty on an as-needed basis.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: 1st year summer paper | **Outcome/Objective**: Research Discipline Knowledge
- **Measure**: 2nd year summer paper | **Outcome/Objective**: Research Discipline Knowledge
- **Measure**: Classroom Observation | **Outcome/Objective**: Teaching Skills/Abilities
- **Measure**: Conference Papers | **Outcome/Objective**: Publication Skills/Abilities
- **Measure**: Journal Submissions | **Outcome/Objective**: Publication Skills/Abilities
- **Measure**: Pre-proposal Defense | **Outcome/Objective**: Dissertation Skills/Abilities
- **Measure**: Teaching Evaluations | **Outcome/Objective**: Teaching Skills/Abilities

Implementation Description: We do performance reviews of students after their first semester, after their first year, and after their second year. We obtain information from relevant faculty and students. We evaluate their performance and feed this information back to the student and the evaluation committee (Department Head, Doctoral Coordinator, and Future Doctoral Coordinator). Given the confidential nature of these reviews, only the evaluation committee sees them.

Projected Completion Date: 05/2013
Responsible Person/Group: Marketing PhD Coordinator and Marketing PhD Faculty
University of Alabama

Detailed Assessment Report
2011-2012 Marketing Ph.D.
As of: 7/14/2014 03:47 PM CENTRAL

Mission / Purpose

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Research Discipline Knowledge
Ensure that students are able to conduct scholarly research that will be methodically sound and will potentially provide advancement and contribution to the field.

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 1: 1st year summer paper
Count # of students who pass 1st year summer paper
Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
One student took the exam and passed, meeting faculty expectations. The exam involves extensive conceptualization of an idea and empirical assessment of this. The committee evaluated both a paper and an oral presentation. Criteria used to evaluate whether they passed or not included: whether they are able to develop a conceptual paper involving theory development and full literature review, identification of an important gap, ability to suggest hypotheses, then data collection and analysis and findings presented. It should be of high quality and should show originality. Faculty give feedback between looking at the paper and hearing the presentation -- part of the criteria used was how well the students are following our advice. The MKT PhD Evaluation Form can be found in the Document Management file.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Train first year students to conduct analysis
Established in Cycle: 2011-2012
A weakness of the current approach is that the student often is asked to conduct analyses before he/she is properly trained to c...

M 2: 2nd year summer paper
Count # of students who pass 2nd year summer paper
Source of Evidence: Academic indirect indicator of learning - other

Target:
100% of students were expected to meet faculty expectations.

Finding (2011-2012) - Target: Met
100% of students (3) met faculty expectations. This involved the students writing and presenting two strong research ideas. The exam committee was heavily involved at all stages of this summer process. The second summer papers were evaluated on the originality and strength of the ideas -- good conceptualization and good hypotheses development. These topics should all be worthy as dissertation topics. The MKT PhD Evaluation Form can be found in the Document Management file.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revamp summer exams
Established in Cycle: 2011-2012
The first summer exam will be more conceptual, and the second one is a follow-up to the first.

SLO 2: Publication Skills/Abilities
Ensure that students are capable of achieving quality publications

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 3: Journal Submissions
Count journal submissions (looking for at least one journal submission or acceptance by 2nd and 3rd year students)
Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**
Four students were asked to report on their productivity, looking for at least one journal submission or acceptance from second and third year students in the past year. 100% of students met this criteria.

**M 4: Conference Papers**
Count conference papers (looking for several papers accepted by 2nd and 3rd year students)
Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**
Four students were asked to report on their productivity. We are looking for at least two acceptances (journal or proceedings) by second and third year students. 100% of students met this criteria; the range was 2 to 11 acceptances.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

Get journal acceptances earlier
Established in Cycle: 2011-2012
We can see a huge range in students' fulfilling this criteria. Some are very successful (11 publications) while one was margina...

**SLO 3: Dissertation Skills/Abilities**
Ensure that students are capable of producing original scholarly research in the form of a high quality dissertation

**Connected Document**
PhD Marketing Curriculum Map I

**Related Measures**

**M 5: Pre-proposal Defense**
Evaluate pre-proposal defense in 4th year

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**
100% of preproposals and/or proposals were successfully defended by fourth year. One third year student successfully defended his preproposal in spring, 2012; two fourth year students successfully defended their preproposals in fall, 2011 and spring, 2012. The other third year and fourth year students are planning to defend their proposals in summer or early fall, 2012.

**M 6: Final Defense**
Evaluate final defense

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**
Three fourth year students successfully defended their dissertations in spring, 2012 and got great job placements. This indicates that the program can produce very successful students. However, some of the other students are moving more slowly than we would like in regard to defending preproposals and proposals. We are working closely with them to speed them up. We believe that changing the summer exam structure will move them through the program faster. Also, in our revised evaluation write-up, students can either do the preproposal and then later the proposal, or they can opt to do both of them simultaneously, which some students have done. The advantage to this approach is that a fast moving student has an opportunity to move even faster, combining the two, while a student who is unsure of his or her dissertation direction can get direction at the preproposal stage before moving forward. Given that students are generally only funded for four years, this is also an encouragement for students to finish sooner.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Move students through the program more quickly**
Established in Cycle: 2011-2012
Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three...

**SLO 4: Teaching Skills/Abilities**
Ensure that students develop strong teaching skills

**Connected Document**
PhD Marketing Curriculum Map I

**Related Measures**

**M 7: Teaching Evaluations**
Examine teaching evaluations

Source of Evidence: Academic direct measure of learning - other
Target:
100% of students were expected to receive teaching effectiveness scores of 4.0 or above.

Finding (2011-2012) - Target: Met
All students received teaching effectiveness scores of 4.0 or above out of 5 and all student comments were fine across the board in the evaluation. This indicates that the students all did an excellent job teaching and that there are no identifiable problems. Teaching evaluations included criteria such as: grading criteria, valuable learning experience, rating of the course, rating of the instructor, academic standards, well prepared, makes objectives clear, and effective communicator.

M 8: Classroom Observation
Evaluate teachers in the classroom by the doctoral coordinator or someone assigned by the coordinator
Source of Evidence: Academic direct measure of learning - other
Target:
100% of students were expected to meet faculty expectations.
Finding (2011-2012) - Target: Met
This year we had no new doctoral teachers; in the previous year we evaluated our new teachers carefully and gave them specific feedback.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Create rubric
Established in Cycle: 2011-2012
A rubric was created to evaluate student teachers.

SLO 5: Delete
Please delete!

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: The program will improve and sustain a high level of recognized quality, including national accreditation, if available
The program will improve and sustain a high level of recognized quality, including national accreditation, if available

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 9: Delete
Please delete!
Source of Evidence: Academic direct measure of learning - other

M 10: Delete
Please delete!
Source of Evidence: Academic direct measure of learning - other

OthOtcm 7: The program will build and sustain an optimal level of annual program enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
PhD Marketing Curriculum Map I

Related Measures

M 11: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB) as well as recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

M 12: Recently published national rankings
Recently published national rankings
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: The program will be highly valued by its program graduates and other key constituencies it serves.
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

**M 15:** Number of graduates continuing to publish with members of their dissertation committee
Number of graduates continuing to publish with members of their dissertation committee
Source of Evidence: Academic indirect indicator of learning - other

**M 16:** Job placements
100% of graduates are expected to find good jobs.
Source of Evidence: Academic indirect indicator of learning - other

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Create rubric
A rubric was created to evaluate student teachers.

*Established in Cycle:* 2011-2012
*Implementation Status:* Finished
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Classroom Observation
- **Outcome/Objective:** Teaching Skills/Abilities

**Implementation Description:** A rubric was developed and will be used beginning summer, 2012. This rubric can be found in the Document Management file.

**Responsible Person/Group:** MKT PhD faculty

### Get journal acceptances earlier
We can see a huge range in students’ fulfilling this criteria. Some are very successful (11 publications) while one was marginally successful (2). However, this criteria does not make a distinction between journal acceptances and proceeding acceptances, with the journal acceptances being critically important. In regard to journal acceptances, the levels were 0, 1, 1, and 2, which is low. On the other hand, the proceedings acceptances are better (2, 3, 3, 10).

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Conference Papers
- **Outcome/Objective:** Publication Skills/Abilities

**Implementation Description:**
1. Change in the exam structure: students are expected to produce one top quality publication from their second year summer paper.
2. Ensure that faculty submit a research plan for the doctoral students they will be working with.
3. Current first year students and mentors are working hard to get students publishing sooner.
4. Evaluate student-faculty productivity more closely.
5. Change the measures: look for at least one journal acceptance and at least one proceedings acceptance.

**Responsible Person/Group:** MKT PhD faculty

### Move students through the program more quickly
Faculty will continue to address ways to move students through more quickly. We were able to offer limited funding to our three fifth year students this year, which keeps them on campus and ensures faster progress than if they left campus for a visiting position somewhere. We plan to attempt to continue to provide limited five year funding for those students who are unable to finish in four years.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Final Defense
- **Outcome/Objective:** Dissertation Skills/Abilities

**Implementation Description:** Quickness is important, but so is quality. Counseling, funding, prodding, etc. will hopefully ensure that the students move out quickly with quality publications.

**Responsible Person/Group:** MKT PhD faculty

### Revamp summer exams
The first summer exam will be more conceptual, and the second one is a follow-up to the first.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** 2nd year summer paper
- **Outcome/Objective:** Research Discipline Knowledge

**Implementation Description:** We have set the dates up so that the evaluation period does not drag out into the fall. Our ultimate goal is to get students publishing earlier, i.e., which is consistent with being able to conduct scholarly research.

**Responsible Person/Group:** MKT PhD faculty

### Train first year students to conduct analysis
A weakness of the current approach is that the student often is asked to conduct analyses before he/she is properly trained to conduct that analysis. Obtaining/collecting data is often quite difficult for first year students.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** 1st year summer paper
- **Outcome/Objective:** Research Discipline Knowledge
Implementation Description: A change for next year involves just doing the conceptual part of the paper.
Responsible Person/Group: MKT PhD faculty